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THE LATIN SUBJUNCTIVE OF DETERMINED FUTURITY

In my paper on Determined Futurity in Greek (*THE CLASSICAL WEEKLY* 10.178-181, 185-188) I endeavored to show that the non-volitive subjunctive in Greek, commonly accompanied by *ἄν* or *κε*, had in independent sentences a meaning properly designated by the term Determined Futurity, and that the non-wish optative, also commonly accompanied by one of the same particles, had two meanings, that of determined futurity and that of contingent determined futurity, the latter being derived from the former. In the present article, taking as a basis the conclusions of the former paper, I wish to show that the Latin subjunctive also possessed the meaning of determined futurity. The discussion, however, is confined to the present subjunctive and to that as it appears in independent declarative sentences. The treatment of the other tenses and of the subjunctive of determined futurity in questions and in subordinate clauses must be reserved for later discussion.

As commonly stated, the theory of the fusion of the subjunctive and the optative meanings of the Latin subjunctive is mechanical and seems to assume that a fusion of forms led to a fusion of meanings. If the contention of this paper is accepted, the theory will be stated as follows. In Latin as in Greek for subjunctive forms the determined futurity meaning developed from that of will and for optative forms the same meaning developed from that of wish. In addition subjunctive forms came to express wish and optative forms came to express will. The formation of the Latin subjunctive paradigms was brought about (1) through adaptation of certain forms to specific uses, and (2) through the operation of the principle of economy in the rejection of one of two forms having the same set of meanings. Omitting matters of detail, we may indicate the meanings of the Latin subjunctive and the historical relations of those meanings by the following table:

A. Subjunctive Forms.

1. Volitive (original meaning).
2. Optative (derived from the volitive).
3. Determined Futurity (derived from the volitive).
4. Contingent Determined Futurity (derived from determined futurity).

B. Optative Forms.

1. Optative (original meaning).
2. Volitive (derived from the optative).
3. Determined Futurity (derived from the optative).
4. Contingent Determined Futurity (derived from determined futurity).

It is impossible here to discuss at length the work of others bearing on the problems involved in this paper, and even specific references to such work are for the most part omitted. A 'future' meaning has been recognized as one of the forces of the Latin subjunctive by Rodenbusch, Hale, Delbrück, Blase, Kroll, and others. But the essential element of that modal meaning is not indicated by the term 'anticipatory' or 'prospective' or 'futurisch'. The essential element is that of *determination* by some law. The temporal (future) element is of little consequence and, indeed, often disappears. In rejecting the true potential ('may-can') as one of the meanings of the Latin subjunctive, I am in quite close agreement with Elmer, Frank, and Kroll. So far as a 'can' or a 'may' meaning appears in sentences, it is a mere implication, the modal meaning of the verb being something else. But the contingent determined futurity ('would-should') meaning, which has nothing to do with a 'may-can' potential, does occur in Latin. Further, the implication which leads to a translation with 'can' or 'may' is in no true sense 'potential'. The implication is either of capacity ('can') or of opportunity ('may'). The subjunctives of 'obligation' or 'propriety', for which meaning Hale and Elmer have contended, are easily explained as subjunctives of determined futurity. For the term 'determined futurity', I am indebted to Sonnenschein; but I use the term not, as does he, as a synonym of "natural necessity", but in a more general sense to include

¹Aside from the sections in the manuals of Latin grammar and of comparative grammar, the following articles and monographs may be referred to as dealing quite directly with the subject of this study or with some phase of it: Rodenbusch, *De Temporum Usu* Plautino; Hale, *The Anticipatory Subjunctive in Greek and Latin*; Elmer, *American Journal of Philology* 15.299 ff., and *Cornell Studies in Classical Philology* 6.175 ff.; Morris, *American Journal of Philology* 18.133 ff., 275 ff., 383 ff.; Bennett, *Cornell Studies in Classical Philology* 9.1 ff.; Hale, *Proceedings of the American Philological Association* 31.138 ff., *Transactions of the American Philological Association* 32.cxx ff., and *Classical Philology* 1.21 ff.; Delbrück, *Neue Jahrbücher für Philologie und Pädagogik* 9.326 ff.; Frank, *Classical Philology* 2.163 ff. and 3.1 ff.; Sonnenschein, *The Unity of the Latin Subjunctive*; Bradley, *Transactions of the American Philological Association* 42.5 ff.; Kroll, *Glotta* 7.117 ff.

determination by any law external to the speaker at the time of speaking. The distinction between external and internal determination is a fundamental one in the history of modal ideas, as has been shown by Bradley. As will be seen, I am in agreement at many points with Sonnenschein's treatment of the Latin subjunctive. But Sonnenschein's point of view differs very greatly from my own. He virtually disregards the results derived from the study of comparative syntax and seeks through a study of Latin alone to establish a fundamental meaning which shall give a unity to the Latin subjunctive. Determined futurity, as he uses the term, is one manifestation of the fundamental and unifying meaning of 'obligation'². Hence, in place of recognizing the meanings of will and of determined futurity as distinct but historically related meanings, he can say of sentences containing ideas of volition (Unity, 24),

I regard the subjunctive inflexion as expressing in all cases that kind of obligation which is expressed in English by 'is to' or 'shall'.

Expressions of determined futurity fall into three principal classes, one of which has two subdivisions.

(1) The action or situation is one under the control of the speaker. In most cases, but not in all, the action will be the speaker's own. The determinant is the plan of action adopted by the speaker, who virtually expresses his resolve.

(2) The action or situation is one not under the control of any agent. The determinant is some law of nature, of deity, or of man.

(a) In the performance of the action or the bringing about of the situation there is no implication of effort on the part of an agent.

(b) There is an implication of effort on the part of some agent and hence an implication of capacity or of opportunity. By implication it is said that one is bound to *succeed* in doing.

(3) The action or situation is one under the control of some agent not the speaker. The determinant is logical or ethical. The agent is bound to do something in accordance with the laws of ethics or of logic, that is, he is bound to *choose* to do.

Owing to the fact that 'shall' has come to be a temporal auxiliary and has lost to a large extent its modal coloring, English in recent times has come to use the phrase 'am to', 'is to', etc., to express determined futurity. The several phases of this modal meaning as expressed by 'am to' are illustrated by the following sentences: (1) 'I am to go (in accordance with my own plan)'; (2a) 'He is to be appointed to the

position'; (2b) 'He is to win the race easily'; (3) 'You are not to find fault'.

(1) *The action is one under the control of the speaker, and the determinant is the plan of action adopted by him.* An example from Homeric Greek with the subjunctive is Il. 1.183; an example with the optative is Od. 14.155. These sentences express the determination of the speaker concerning his own action. The presence of *κε* shows that the modal meaning has crossed the line between the two fields of modal meaning, the internal, having to do with the desire of the speaker, and the external, having to do with the laws of nature, of deity, or of man. In such cases the law, to be sure, is one set up by the speaker himself, but at the moment of speaking it is external to himself. It has the same relation to the contemplated action as does the law of nature in the expression, 'Man is bound to die'.

In Latin we have as examples of the first person singular subjunctive of determined futurity with the plan of action adopted by the speaker as determinant those few passages commonly referred to as showing a subjunctive of 'resolve' or 'determined resolution' and explained as volitive: Haut. 273 Mane: hoc quod coepi primum enarrem, Clitipho; Bacch. 1049 Quid ergo istuc? quod perdundumst properem perdere. Other examples are Bacch. 1058, Men. 983, Trin. 748, and probably Most. 848 and Trin. 758. To these should be added the following commonly taken as interrogative³: Mil. 426 Me rogas? hem, qui sim? *Quin ego hoc rogem quod nesciam. Here belongs also one example with a negative⁴: Aul. 570 Non potem ego quidem hercle.

It would hardly be unfair to enlarge this list by the addition of examples of the ambiguous first persons of the third and fourth conjugations, such as occur in Asin. 605, 719, 816. In such cases the subjunctive form simply retains its determined futurity meaning, though elsewhere it has assumed a non-modal, that is, purely future one. Mention should be made, also, of the use of the first person present subjunctive after *quam* and *potius quam* in such a passage as Ad. 498 Animam relinquam potius quam illas deseram⁵. Other examples are Poen. 922, Mil. 311, Lucilius 208. The subjunctive is used in the semisubordinate *quam*-clause to express resolve, though the same modal meaning is expressed in the antecedent clause by the future indicative.

We have in Greek some examples of the first person subjunctive in independent sentences without *δν* or *κε*. It is possible that these are real volitives; and in view of their presence it is possible to claim that the Latin examples have the volitive modal meaning. But resolve is more commonly expressed in Homeric Greek by the subjunctive and the optative with *δν* or *κε*, that is, by the subjunctive or the optative of determined

²This concept of 'obligation' as defined by Sonnenschein ("determination by some law or some will") to be sure is in a sense the fundamental meaning of the Latin subjunctive; but it is so only because his "obligation" includes all modal meanings—the modal meanings of the English modal auxiliaries as well as those of the Latin subjunctive. This statement, of course, excludes the assumed modal meaning of 'fact'. But 'fact' is not a modal meaning; and the indicative as commonly used is non-modal. 'Fact' and 'possibility' as modal meanings owe their supposititious existence to the metaphysical distinction between reality and possibility.

³Compare Classical Philology 3.417.

⁴This character denotes change of speaker.

⁵Compare Kroll, Glotta 7.126.

⁶Compare Blase, Historische Grammatik der Lateinischen Sprache, III.1.113.

futurity, as in the examples cited. This was a more effective mode of expression, since it indicated determination after reflection. However, the strongest indication that the explanation of the above examples herein adopted is correct is the fact that both Greek and Latin for the most part used the future indicative to express this meaning. Note the sentences containing *potius quam* referred to above. The modal character of the future is clearly indicated in Cist. 519 Non remittam: definitumst.

It is possible for one to speak of an act as determined by his own course of action and not use the first person of the verb, as in 'You are to perish beneath my spear'. Compare Il. 11.433, 17.197, 19.209. Naturally examples of this kind will show verbs in the passive voice or with a passive signification. As a Latin example with the second person may be cited Poen. 1.409 Leno, quando ex nervo emissu's, compingere in carcerem. Compare Most. 1133 Non enim ibis. As examples with the third person may be quoted Most. 920 Hodie accipiat; Amph. 300 Clare advorsum fabulabor, hic auscultet quae loquar; Truc. 127 Peregre quoniam advenis, cena detur (so Bacch. 537). With *cena detur* is to be compared the common *cena dabitur*, and in Amph. 300 the future *fabulabor* is to be noted. The following examples also belong here: Asin. 671 Quidvis egestas imperat: fricentur. Dan quod oro?; Haut. 743 Eat; Haut. 790 Fiat, quaeratur aliquid; Most. 1038 I mecum, obsecro, una simul. *Fiat. *Servorumque operam et lora mihi cedo. *Sume; Asin. 38 Fiat: geratur mos tibi; Eun. 1068 Prius audite paucis. . . *Audiamus. Professor Bennett calls such subjunctives as these Subjunctives of Compliance. Professor Hale classes them as Subjunctives of Consent, Acquiescence, or Indifference. That the speaker in each case complies with a command or a request is true; but compliance and indifference may be implied in the expression of various modal ideas. Compare Od. 1.395 with the subjunctive and *κεν*, Il. 24.226 with the bare optative, and Il. 24.619 with the optative and *κεν*. Compliance may be implied by the imperative, as in *sume*, Most. 1039, quoted above. It is frequently implied in the future indicative, as in Most. 401 Intus cave muttire quemquam siveris. *Curabitur. In place of *fiat* we sometimes have *fiel*, as in Merc. 302, and sometimes the active *faciam*, as in And. 681. In place of *mos geratur* we sometimes have *mos geretur*, as in Pseud. 22, or *morigerae erimus*, as in Most. 398.

Mention should be made here of such clauses with *potius quam* as the following, Asin. 816 Suspendam potius me, quam tacita haec tu auferas; Pseud. 554 Potius quam id non fiat, ego dabo. Compare above, on this page.

(2a) *The action or the situation is one not under the control of an agent.* It is asserted that the action is bound to take place or that the situation is bound to exist in accordance with some law of nature, of deity, or of man. There is no implication of determination

in accordance with logic or of ethics; there is no implication of effort on the part of an agent. A Greek example with the subjunctive is Il. 22.505 ("but now he must suffer much", Monro, Homeric Grammar, 252); one with the optative is Od. 17.546 ("therefore no partial death shall strike the suitors. On all it falls; none shall escape from death and doom", Palmer).

Neither in Greek nor in Latin are examples with the first person common. Compare Od. 19.598 with the optative, which Palmer translates with "must". Of the subjunctive, Il. 14.235 is possibly an example. In Latin at least two examples with the first person singular may be quoted: Trin. 1136 Sed maneam etiam, opinor: namque hoc commodum orditur loqui; Phor. 140 Ad precatorem adeam, credo. . . . These examples are commonly classed with those of determined resolution quoted above. That the feeling is quite different is indicated not only by the presence of *credo* and *opinor* but also by the context. In both cases there is a yielding to the force of circumstances. In the Trinumus, Lysiteles has just said, 'I'll speak with them', and continues, 'But no, it's on the program for me to wait, I think'. In the sentence from the Phormio, Geta says, 'Well I suppose I'll have to go to an intercessor'. For the feeling of a more or less reluctant yielding to necessity in sentences containing *opinor*, compare Cicero, Ad Att. 9.6.2 Sed opinor quiescamus, Ad Att. 2.5.1 Sed opinor excipiamus et expectemus, and Pro Murena 30 Quod si ita est, cedat opinor forum castris, etc.⁷ To the two examples with the first person singular quoted should probably be added the following, though the subjunctive may have the meaning of contingent determined futurity: Eun. 861 Debeam, credo, isti quicquam furcifero, id si fecerim.

Aside from certain idiomatic expressions only a few examples with the third person belong here. Compare Aul. 110 Id si relinquo ac non peto, omnes ilico me suspicentur, credo, habere aurum domi. In the following we have the subjunctive of determined futurity in two paratactic conditions: As. 465 Sit, non sit, non edepol scio: si is est, eum esse oportet. 'He shall be (suppose he is), he shall not be, I don't know (about either supposition)'.

Here belong the examples of the type *aliquis dicat*: And. 640 Ingeram mala multa? atque aliquis dicat 'Nil promoveris'; Eun. 511 Roget quis, 'Quid rei tibi cum illa?', ne noram quidem. In these sentences the modal meaning is not 'potential'. Moreover, there is no implication of capacity or of opportunity or of possibility. The speaker has no occasion to say that someone has the ability to say, or that circumstances permit of his saying, or that it is possible for someone to say. All that the words *aliquis dicat* directly express is, 'someone shall say', but the purpose of the expression is to present a supposition upon

⁷These examples belong under (3), below; in them the necessity is a logical one.

which the speaker wishes to comment. *Aliquis dicat*, therefore, is a paratactic condition, to which the idea of saying implied in what follows is the conclusion. We have the same ('postulative') use of the subjunctive of determined futurity in the passage from Petronius 77, quoted below, and in As. 465, quoted in the preceding paragraph^a.

The frequent use of *aliquis dicet*, as in Cicero, In Pisonem 68, furnishes almost conclusive evidence that the modal meaning of *aliquis dicat* was that of determined futurity. Evidence of the same kind is furnished by the use of *aliquis (quispiam) dixerit*, if *dixerit* is future perfect indicative, as Roby, Elmer, and Kroll maintain.

With the *sit* of the stereotyped *forsitan* should be considered the *fuat* of Pseud. 432 *Fors fuat an istaec dicta sint mendacia*. Here the speaker does not wish to say, 'It is possible that there is a chance whether'. Possibly the three words had come to be felt as a single adverb, but originally the meaning was 'It shall (is bound to) be a chance whether'. The subject of the verb has in it the idea of possibility; but that fact does not control the modal meaning of the verb. In Hec. 610 we have *fors* as the subject of *fuat* with a true optative meaning. Nor does *fors* when used adverbially give to the verb a 'potential' meaning. If it did, we should have to recognize a 'potential' indicative in Vergil, Aen. 11.50 *Fors et vota facit*. . . . The *sit* of *forsitan* (*fors sit an*) originally had the determined futurity meaning, as had *fuat* in *fors fuat an*.

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(To be concluded)

GERMAN VOCABULARY ENGLISH FROM GERMAN, THROUGH LATIN

Since many compound words in German have the same significance as words similarly compounded in Latin, and since these Latin words have in a large number of cases been incorporated into the English language, the pupil who is translating German will not infrequently be helped materially in finding the exact equivalent of a German word by first rendering the component parts of the word into the corresponding Latin compound. For example, take the word *Mitleid*. *Mit*, 'with', = Latin *con*; *leid*, 'suffering', = *passio* (from *pator*, *passus*). Hence, *Mitleid* = 'compassion'. Not only is there the advantage mentioned above, but, what is more important, this connection of ideas once discovered tends to fix meanings in a way otherwise impossible. In other words, this method tends to

^aCompare Kroll 7.123, 133. There seems to be little value in the comparison of *aliquis dicat* with *τις εἴποι*, Od. 6.275 and elsewhere, *τις εἴποι*—if that be the correct reading—, Od. 6.479, or *τις ἐπεί*, Il. 7.91, and elsewhere. In Aeschylus, Sept. 913, *τάχ' ἂν τις εἴποι*, the idea of possibility is expressed by *τάχ' ἂν*, just as it is by *fortasse* in Cicero, Sull. 84 *Dicet fortasse quispiam*.

increase, in a very positive way, the vocabulary, both active and passive.

Below is a table of the commonest German prefixes with their Latin equivalents, and examples of their occurrence in words that can be rendered into English through the medium of Latin, as outlined above.

Ab, Latin *de*, *e*, *ex*: Abartung, degeneration; abbauen, demolish; abbitten, deprecate; Abmagerung, emaciation.

an, Latin *in*, *ad*: anfänglich, incipient; Annäherung, approach, approximation; Anpassung, adaptation.

auf, Latin *super*, *ad*, *in*: Aufbau, superstructure; Aufhäufung, accumulation; Auflage, impost.

aus, Latin *e*, *ex*: ausarbeiten, elaborate; Ausdruck, expression; Ausgießung, effusion; ausgenommen, except.

be, Latin *con*: Bestand, constancy; bestätigen, confirm; Bestärkung, corroboration; begreifen, comprehend.

durch, Latin *per*, *trans*: Durchbohrung, perforation; Durchseihung, percolation; durchscheinend, translucent (compare the Greek derivative diaphanous); Durchgang, transit.

ein, Latin *in*: einäschern, incinerate; Einkleidung, investiture; Einschluss, inclusion.

ent, Latin *a*, *ab*, *de*, *e*, *ex*, *di*, *dis*: Entführer, abductor; enthaupten, decapitate; entsetzen, depose; entdecken, discover, detect; Entehrung, dishonoring; Entschuldigung, exculpation; entwurzeln, eradicate.

er, Latin *e*, *ex*: erbittlich, exorable; Erhöhung, exaltation.

fort, Latin *pro*: Fortschritt, progress; fortstossen, propel.

ge, Latin *con*: Gefolge, consequence; Gehalt, contents; Gestirn, constellation.

miss, Latin *di*, *dis*: Misslaut, dissonance; Missvergnügung, dissatisfaction.

mit, Latin *con*: mitarbeiten, cooperate; Mitklang, consonance; Mitleid, compassion.

nach, Latin *post*: Nachschrift, postscript.

über, Latin *super*, *trans*: Ueberblick, survey; überzählig, supernumerary; Übergang, transition; Uebersendung, transmission.

um, Latin, *circum*: Umgang, circuit; umliegend, circumjacent; umschiffen, circumnavigate.

un, Latin *in*: unendlich, infinite; unerschöpflich, inexhaustible; Unmacht, impotence.

unter, Latin *sub*: unterschreiben, subscribe; unterseeisch, submarine; unterwerfen, subject.

ver, Latin *de*, *dis*, *ex*: verbeten, deprecate; verzüglich, delaying, dilatory; Verdreher, distorter; verweiben, effeminate.

vor, Latin (*prae*), *pre*, *pro*: voranordnen, preordain; vorführen, produce.

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REVIEWS

First Latin Reader. By E. C. Chickering. New York: Charles Scribner's Sons (1917). Pp. xx+281. \$1.00.

The authors of Chickering and Hoadley's *Beginners' Latin* (THE CLASSICAL WEEKLY 8.199-200) estimated that from a year to a year and a half would be necessary to complete the fifty lessons included in their book, and advised that the following year be spent in extensive reading of easy Latin. Dr. Chickering's *First Latin Reader* is obviously planned to furnish reading-matter of this type. It contains seventy-eight reading lessons with Direct Method apparatus for systematic drill in the grammatical principles developed during the first year. In his Preface Dr. Chickering states that it has been his purpose to compile a second-year book having graded syntax and carefully standardized vocabulary, based upon matter dealing with early Roman history. He expresses the belief that such a book will be welcome to teachers, whether followers of the Direct or of the conventional method, who do not care to have the Latin of the second year confined exclusively to Caesar *De Bello Gallico*.

Since no classical author has been sufficiently thoughtful of the needs of posterity to develop his utterances gradually from a single case and a single tense, it is apparent that any text-book constructed upon such lines must find its subject-matter in 'made Latin'. The reading-lessons of the *First Latin Reader* consist of stories from *Viri Romae*, with a few passages from Caesar and from Cicero, rewritten so as to adapt both syntax and vocabulary to the aim outlined by the author in the Preface.

The syntax teaching is of course inductive, type-questions and answers and type-sentences being used instead of rules. The range of the syntax presented is largely that of Byrne's *Selections* for the first two years of Latin, and seems to fulfil the author's aim of a gradual development in syntax usage. In following the order of the constructions the reviewer has questioned the wisdom of the sequence at certain points, e.g. the postponement to the fifty-first lesson of so common a construction as the ablative absolute, and the omission of all subjunctives until after the thirtieth lesson has been reached. She is willing to concede, however, that this arrangement may be desirable because of the type of the book.

A *prolusio*, in which Aeneas, Romulus, Brutus, Caesar, and Cicero are made to contribute to the glory of Rome with all the repetition with which the characters of the famous House Which Jack Built assisted in its construction, furnishes an exercise for vocabulary drill. It contains the thousand words which, according to Professor Lodge's list, occur one hundred times or more in High School Latin. The Vocabulary of the reading lesson repeats these words and contains some five hundred other words from the Lodge list for Cicero

and Vergil, together with a small number of derivatives.

Much formal translation, either of English into Latin or of Latin into English, the author does not consider desirable in second-year work. For the former he recommends retelling and rewriting the stories of the text, making original sentences to illustrate special points of syntax, and completing partially-written Latin sentences by inserting the correct endings or words. Formal translation into English is an exercise for which he finds pupils unprepared before the latter half of the second year. He advises that at first it take the form of paraphrase and only gradually approach the exact meaning of the Latin. The statement in the Introduction that "the acquisition of the power to translate well is a most desirable thing" seems to imply a point of view somewhat at variance with that of Dr. Rouse, who wrote recently, THE CLASSICAL WEEKLY 11.112, that "Nearly all the time spent in translating into English is thrown away".

The Reader contains the quotations and Latin songs which are coming to be a feature of many first year books because of the interest and variety that they lend to the recitation. In this connection the reviewer would like to urge the suitability of indicating the authorship of these *sententiae*, whenever it is possible to do so, because of the opportunity thus afforded of making certain great names familiar to the pupil.

The illustrations of the text are, with very few exceptions, the illustrations commonly found in editions of Caesar, *De Bello Gallico*.

The book is singularly free from typographical errors. Its best feature is its general Vocabulary, which presents excellences of arrangement which might well be adopted in text-books of a more conventional type. Compound verbs are indented under the simple verb, and derivatives are grouped together, an arrangement which tends to discourage needless thumbing of the vocabulary¹. The pupil is further stimulated to rely upon his own knowledge by the omission of English meanings for all words whose component parts render their meanings obvious. On the other hand one misses the opportunity for studying the picturesque origins of words, since Latin derivations are not indicated. The practice, familiar to every skilled teacher, of defining a new word by synonyms and antonyms is another ingenious method employed in the vocabulary. Principal parts of verbs have been reduced to lowest terms; alternative forms which occur rarely are omitted. All forms are printed in full.

¹This device is not new. It has been used in dictionaries of Sanskrit, and it was employed more than twenty years ago in at least two books published by the American Book Company: Arrowsmith and Whicher, *First Latin Readings* (1894) and Arrowsmith and Knapp, *Viri Romae* (1896). Sound as the device is, it was abandoned by the American Book Company because of the opposition of pupils and teachers both. One who does not know, for example, the relation of *cogo* to *ago*, or that of *sisto* to *sio* will first look up *cogo* and *sisto*, only to find himself referred to *ago* and *sio*. What cares he for the sound instruction he should be getting in that way in etymology? He only remembers that he had to look in two places to get what he wanted, the meaning of *cogo* and of *sisto*, and so complains that he must thumb his Vocabulary twice as often!

Valuable also are the passages from Latin authors, intended to be memorized, since, next to much reading of Latin *ore rotundo*, no exercise is so profitable for acquiring an appreciation of the language as the memorizing of fine passages from its literature.

The special interest of Dr. Chickering's book exists undoubtedly for teachers who employ the Direct Method, but for teachers who, with the writer, agree that even in the conventional method there is a place for oral Latin and that to-day there is a supreme need of new and better ways of teaching Latin it also holds suggestions.

JESSIE E. ALLEN.

PHILADELPHIA HIGH SCHOOL FOR GIRLS.

The First Year of Greek. By James Turney Allen.
New York: The Macmillan Company (1917).
Pp. viii + 375. \$1.30.

In introducing College and University students to the study of Greek, James Turney Allen, Associate Professor of Greek in the University of California, has compiled a series of lessons which have been tried and revised for eight years past; and before publication the lessons were used by five different teachers both in Preparatory School and in College.

Professor Allen assumes that for older students the first-year course "must be more compressed; the content of the first year richer". To make the content richer appears to be the major purpose, and Professor Allen has compiled a drill book which is an excellent Greek reader as well. The reading exercises, shorter and longer, are good in themselves and are a good introduction to Greek modes of thought. Specially admirable are the short maxims, mostly in verse, intended to be committed to memory, easy to remember, and worth remembering; and in committing them to memory the student will be learning a good deal about the Greek mind and the Greek language and will be laying up a goodly treasure of practical wisdom. Among the short selections are six copies of inscriptions, including one retrograde inscription; for capable teachers these will be texts for interesting talks. The longer pieces include, besides others, selections from Plato's Republic, Lysis, Protagoras, Apology, and Phaedrus (the prayer to Pan), Xenophon's Memorabilia, and Aesop's Fables. Merely to mention these shows how well Professor Allen has succeeded in giving the beginner

the opportunity of reading in their original form choice portions of Greek literature—the finest flower and revealing of the Hellenic mind.

Very welcome also are the selections from the New Testament and the Attic versions of Herodotus (the punishment of Harpagus and the story of Croesus), and, in a different way, the three propositions from the first book of Euclid's Elements; these last will remind the student of our debt to the Greeks in pure science,

and they suggest some lively and valuable blackboard exercises. So interesting a first Greek book has not been seen since Salomon Reinach's *Eulalie* (reviewed by Professor Yeames in THE CLASSICAL WEEKLY 6.69-70).

The book consists of two parts. Part I includes eighty lessons, additional selections for reading (the long Attic versions of Herodotus), and exercises, mostly in composition. The exercises, the author thinks, will provide abundant material for both oral and written work for teachers who desire to employ the Direct Method. Part II consists of grammar and the vocabularies (a general Greek-English vocabulary, and a brief vocabulary of proper nouns and adjectives). There is no English-Greek vocabulary, an omission that some will regret. A lesson usually consists of a quotation to be learned, references to the grammar, a vocabulary, and selections for reading, with notes; an exercise is assigned to be done with each lesson. There are a few misprints.

The defect of the book, if there is one, is in the grammar. To some teachers, at least, Professor Allen's treatment of grammar, both inflection and syntax, will not seem sufficiently clear-cut and didactic. We need in a first book rules of the road, and it should be recognized that some conventions of teaching are very useful though not quite scientific. To illustrate: except for the qualifying remark, "stress plays a secondary rôle", Professor Allen explains the Greek accent as a musical or pitch accent; but students and teachers of Greek are generally agreed that the attempt to reproduce the musical or pitch accent would be inadequate at best and commonly atrocious—very pitchy and unmusical, in fact. An interesting footnote has been brought up into the main text. We need not add this difficulty to others quite enough. Again, the reclassification of verb-stems does not seem good. The names usually given to the verb-stems are morphological merely; but they provide the readiest way of deriving the different forms of the verb from the index called "principal parts". Here a good working rule has been sacrificed for a nice disquisition. Nor is the radical rewording of certain common rules of grammar—those for some of the conditional sentences, for instance—an improvement.

To be looking for flaws, however, in so excellent a book and one which is likely to help so much in reviving an interest in the study of Greek is ungracious. The best criticism of the book will be the verdict of those that use it with classes. May we have some opinions from these, especially from School teachers? At first glance the book seems rather difficult for schoolboys and schoolgirls.

Professor Allen assumes that the teacher of Greek, even of the elements of Greek, will be something of a scholar. This is well.

JOHN IRA BENNETT.

UNION COLLEGE.

THE CLASSICAL LEAGUE OF PHILADELPHIA

The winter meeting of The Classical League of Philadelphia was held on Thursday evening, February 28. The literary feature of the evening was an address by Professor Tenney Frank, of Bryn Mawr College, on the subject *From Cumae to Pompeii*. During the whole address Professor Frank held the rapt attention of his audience by the revelation of the hitherto unpublished discoveries in that most interesting field. Among the many striking features was his ample demonstration of the fact that we already have on hand enough unpublished material to cause a complete and fundamental revision of our ideas on the subject of the economic and industrial life of the Romans, and that the ideas set forth on this subject even by the recognized authorities are wholly at variance with the facts as we now know them.

Before the address of the evening was delivered, the men of the League were entertained at dinner by the ladies, the reverse arrangement having been followed at the autumn meeting. At this function Miss Edith Rice, of the Germantown High School, presided as Toast-mistress. Short addresses were delivered by Miss Jessie E. Allen, President of The Classical Association of the Atlantic States, and by others. Various poems were submitted and read, including a ballad by Professor B. W. Mitchell, Secretary of The Classical Club of Philadelphia, a lyric by Professor Arthur L. Wheeler, of Bryn Mawr College, and some amusing hexameters, in Latin, by Miss Mary S. Lee, of the West Philadelphia High School.

ARTHUR W. HOWES, *Secretary*.

THE CLASSICAL CLUB OF PHILADELPHIA

The 138th meeting of The Classical Club of Philadelphia was held on Friday evening, March 1, with forty-eight members and guests present. Two papers were given, by Professor Rolfe and by Professor Hadzsits. The respective subjects were (1) *A Roman Historical Novelist*, and (2) *Lucretius as a Student of Roman Religion*. Professor Rolfe's novelist proved to be Sallust; and the novel, the *Jugurtha*. It was shown that Sallust had "followed the method of the conscious historical novelist of our own day". An analysis of the *Jugurtha* set forth the historical and romantic elements and the methods by which the effects were obtained. Professor Hadzsits maintained that Lucretius was a failure as a student of Roman religion in that he was so saturated with Greek literary sources and so blindly devoted a follower of the *ipse dixit* of Epicurus, that he applied the religious philosophy of Epicurus to the religious conditions of his own day without any further study of the evolution of religion or of religious psychology.

B. W. MITCHELL, *Secretary*.

CLASSICAL ARTICLES IN NON-CLASSICAL PERIODICALS

VI

- The American Schoolmaster—Dec. 15, To a Young Latin Student "from Missouri". O. O. Norris; A. F. West, The Value of the Classics (B. L. D'Ooge).
 Education—Feb., Some Suggestions for the Teaching of Ancient History in Secondary Schools, Carrie B. Allen.
 High School Journal [published by The School of Education of the University of North Carolina]—Jan., The Teaching of Latin in the High School, George Howe.—Feb., Planning the Course in Latin, George Howe.
 History Teacher's Magazine—Jan., The Study of the Roman Republic To-day, William Stearns Davis [timely suggestions for Secondary School work in history].—March, The Great War and Roman History, W. D. Gray.
 Journal of Education—Jan. 31, (Value of the Classics) [a favorable notice]; The Classics Again, C. K. Bolton [a letter in support of the Classics by the Librarian of the Boston Athenaeum, reprinted from Boston Herald].

School and Society—Oct. 20, The Strength and Weakness of Roman Education, C. F. Ross.—Feb. 2, Latin and the A.B. Degree, H. C. Nutting [an answer to a pamphlet by Ex-President Eliot]; Mathematics and Formal Discipline Again, Ernest C. Moore [against formal discipline].

School Review—Mar., W. H. Freeman, Applied Latin (W. L. Carr).—April, Jessie M. Tatlock, Greek and Roman Mythology (Adaline Lincoln).—Reply to W. L. Carr's review of Freeman, Applied Latin, W. H. Freeman.

Teaching, No. 38, Vol. 3, Sept. 15, 1917—Socialized Latin [Teaching is a Journal published by the State Normal School, at Emporia, Kansas. This number has the following contents: Editorial, The Defence of Classical Studies—favorable; Latin and Citizenship, Grant Showerman; The New Latin, B. L. Ullman; The Debt of the History Teacher to Latin, Maud Hamilton Mendenhall; The Value of Latin in the Study of English, Annabel Newton; Latin as a Preparation for Spanish, A. T. Chapin; Latin and Vocational Training; Latin and Business Training, F. C. Newman and L. A. Parke; Vital Relation of Latin to Practical Life, Ethel Black; Interest in Virgil, F. L. Black; Caesar and the World War; Latin in the Training of a Teacher: Symposium; The Value of Greek for the Latin Teacher, Homer J. Ebright; Latin and the Community Club; Interesting Statistics; Where Can I Obtain Material? Publications and Books for the Latin Teacher and Student; Mechanics of Latin Plays, Susan Paxson; The Conspiracy of Orgetorix: A Play, Brita L. Horner, reprinted from The Classical Journal; Latin Words Embodied in English; The 100 Most Inspiring Words].

The Journal—Jan., The Classics from the Standpoint of an Engineer, Dean William P. Graham; Ways and Means of Studying Derivatives, A. C. Richardson.—Feb., Important Factors in the Successful Teaching of Beginning Latin, Robert C. Holmes.

Phillips Bulletin [Andover, Mass.]—April, The College Teacher of the Classics, Horace Martin Poynter.—October, The College Teacher of the Classics, A Rejoinder, C. C. Mierow. Transactions of the American Library Institute, 1917.—Hugo de Sancto Victore, C. C. Mierow [a description of Manuscript Garrett Deposit 1450, Princeton University Library, together with a collation of the first work contained in it, the De Arca Noe of Hugo de Sancto Victore].

Washington University Studies—Vol. 5, Humanistic Series No. 1, 1917, pages 33–50, Cicero's Attitude Towards Caesar in the Years 45 and 44 B. C., as shown in his Letters, F. W. Shipley; pages 51–66, Anaphora: its Origin and Use, Walter H. Palmer.

Religions of the Past and Present [University of Pennsylvania Lectures, published by J. B. Lippincott Company]—The Religion of Greece, W. W. Hyde; The Religion of the Romans, G. D. Hadzsits.

SCIENCE AND LEARNING IN FRANCE

There was published last year, under the auspices of The Society for American Fellowships in French Universities, a volume entitled *Science and Learning in France: With a Survey of Opportunities for American Students in French Universities* (pages xxxviii + 454). Under the general editorship of Professor John H. Wigmore, of Northwestern University, a number of American scholars wrote articles, whose primary purpose was, according to Professor Wigmore's Preface (ix),

to put before the American public the contributions of France in all fields of scientific knowledge, and to show her status in the forefront of the world's progress; and, in addition, to furnish to American University students all information bearing on graduate work in France.

The titles of the various articles are as follows:

Introduction (The Mind of France; The Intellectual Inspiration of Paris); Anthropology; Archaeology and History of Art; Botany and Agriculture; Chemistry; Criminology; Education; Engineering; Geography; Geology (Geology, Mineralogy and Petrology, Palaeontology); History; Law; Mathematics; Medicine (Introductory Survey, Physiology, Neurology, Medicine, Surgery, Pathology); Philology (Classical, Romance, Oriental, Semetic, English); Philosophy; Physics; Political Science (including Economics and International Law); Psychology; Religion; Sociology; and Zoology.

There are three Appendices: I. Educational Advantages for American Students in France; with a History of the Recent Changes in its University System; II. Institutions of Higher Learning; The Organization, Degrees, Requirements, Fees, etc.; III. Practical Suggestions to the Intending Graduate Student. On pages xiii-xvi there is a List of Authors, on pages xvii-xxviii a List of Sponsors, American Scholars who have expressed a cordial desire to join with the Authors in making the book "a national homage, offered from the Universities of America to the Universities of France". On pages 437-454 there is an Index of Personal Names.

Manifestly, many parts of the book will be of interest to students of the Classics. Special attention may be called, however, to the article on Archaeology and History of Art (31-44), which is the work of Professor George H. Chase, of Harvard University, Harold N. Fowler, of Western Reserve University, A. L. Frothingham, of Princeton University, and J. R. Wheeler, late of Columbia University. The Chapter on Classical Philology covers pages 207-220. The part of it which deals with Latin was contributed by Professor W. G. Hale, of the University of Chicago, and Professor E. K. Rand, of Harvard University; the part which deals with Greek was contributed by Professor John A. Scott, of Northwestern University.

C. K.

THE CUM-CONSTRUCTIONS AGAIN

Readers of THE CLASSICAL WEEKLY may be glad to know that Professor H. C. Nutting, of the University of California, published, in February last, a paper entitled Caesar's Use of Past Tenses in Cum-Clauses. The paper constitutes Volume 5, No. 1, pages 1-53 of University of California Publications in Classical Philology. Copies may be obtained, at 55 cents, by addressing the Manager of the University Press, Berkeley, California. Professor Nutting's purpose is to give a "straightforward, unbiased discussion of <Caesar's> usage in *cum*-clauses" in past tenses. On pages 3-4 he sums up, in effect, his discussion, as follows:

But why enter upon a discussion of this subject with a mind prejudiced by the gratuitous assumption that the goal of the study is to find a clear-cut line of demarcation between the meaning of the indicative cases and the subjunctive cases? When once the subjunctive had begun to invade the *cum*-construction, it is wholly unreasonable to assume that its further progress was marked by leaps and bounds that everywhere left a clear line of division between the two moods. This is not the way a modal shift takes place; rather, two forms come into competition as the expression of an identical thought. For a time the two forms are used side by side; then one is retired in favor of the other. Doubtless the conquest of the *cum* clause by the subjunctive proceeded in the same fashion, with a constantly shifting middle ground in which both moods were used for the expression of an identical idea.

Approached from this point of view, Ciceronian

examples like those cited above¹ present not the slightest difficulty. For unprejudiced examination of the *cum*-clauses using the imperfect and pluperfect tenses cannot fail to show that the various meanings, so far as the context defines them, shade off into one another by indistinguishable gradations, and, in particular, that there is no sharp line of division between the purely temporal use and its nearest neighbors. Once fairly launched upon its career of conquest in the *cum*-construction, there was absolutely no bar to the spread of the use of the subjunctive to any class of *cum*-clauses using the two tenses mentioned.

Whatever the influence which, in early Latin, caused the subjunctive to begin the invasion of the *cum*-construction, the circumstances that pressed hardest upon the linguistic consciousness of writers of the Ciceronian period must have been the fact that it was becoming "fashionable" to use the subjunctive in *cum*-clauses when the imperfect and pluperfect tenses were chosen. That the purely temporal group should thus ultimately become a middle ground for the use of two moods is in no way surprising; indeed it may be hardly more significant than the fact that, in English, fashion has not yet quite settled the question whether we should use *-ise* or *-ize* as the termination of certain verbs.

C. K.

PLAYS AND STORIES ON CLASSICAL SUBJECTS

To the bibliographical material supplied in Professor Cleasby's article, Classical Plays in High School and College (THE CLASSICAL WEEKLY 11.146-148), some additions can already be made. Miss Effie Case, of Oshkosh, Wisconsin, published last year a pamphlet of sixteen pages, entitled Between the Lines of "Cicero" and "Caesar". The contents are as follows: a play, in English, entitled "The Conspiracy", based on Cicero's Orations against Catiline, (pages 3-6); and two stories, in English, entitled respectively Between the Lines of "Cicero" (7-11), and "Of All These, the Bravest were the Belgians" (12-15). The play and the stories are written in prose; the one is based on the Orations against Catiline, the other on Caesar's account of his struggle with the Belgae. Copies of the pamphlet may be obtained, at 25 cents, from Miss Case (52½ High Street). Miss Case wrote the pamphlet at the request of Miss Sabin, to show teachers a method by which pupils may be helped to see "between the lines", and thereby to find the characters more real.

In February last Dr. Max Radin published in The Classical Journal 13.314-342, a play entitled Dumnorix, in Latin.

C. K.

THE NEW YORK CLASSICAL CLUB

The last meeting of The New York Classical Club for the current year will be held on Saturday, April 27, in the Students Building, Barnard College. At noon sharp President M. Carey Thomas, of Bryn Mawr College, will speak on New Fashioned Education, or New Wine in Old Bottles. The address will be discussed by Professor Charles Thaddeus Terry, Dr. John H. Denbigh, Miss C. Raintz-Rees, and others.

Those who plan to be present at the luncheon, after the address, should write to Miss Jane Gray Carter, Hunter College, to that effect.

¹On pages 2-3 Professor Nutting had cited Cicero, Cat. 3.6 *cum iam diluisceret*, and Tusc. Disp. 2.34 *cum ibi essem*, as showing sure instances of date-determining *cum*-clauses.